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ABSTRACT

This document examines recent findings regarding minority access to education in the Washington Community and Technical Colleges. The paper details the colleges' goals in relation to the indicators for enrollment, student success, and employment. A review of the indicators suggests that the colleges are providing equitable access to college for students of color in general. The access ratio for all groups of color ranges from 1.18 to 1.52, substantially above parity at 1.00 for overall enrollment, including basic skills. The college-level access ratio is also high for Asian/Pacific Islander, African American, and Native American. It is close to parity (0.92) for Latino/Hispanics. In terms of student progress, the basic skills rate for students of color improved in 2000-01, but is still below that of whites. Of those students retained, completion in high wage job preparatory programs has improved for students of color. In 1993, an estimated 16% of the state's population was of color, while in 2002, people of color represented 21% of the state's population. Although the colleges are hiring an increasingly diverse staff, neither the full-time faculty of color, or the part-time faculty of color percentages have kept pace with growth in the percentage of students of color. (NB)

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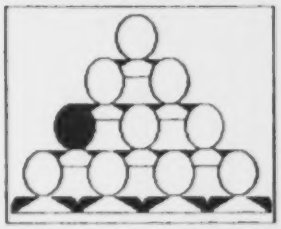

Research Report
No. 02-3

Washington State Board for Community and Technical Colleges

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ACCESS AND SUCCESS FOR SYSTEM GOALS FOR PEOPLE OF COLOR IN WASHINGTON COMMUNITY AND TECHNICAL COLLEGES: EIGHTH PROGRESS REPORT

June 2002

In May of 1993 the State Board for Community and Technical Colleges (SBCTC) adopted goals related to people of color participation and success. Since that time staff have provided periodic progress reports on these original goals and their related indicators. This eighth progress report follows in that tradition. The indicators in this report are designed to monitor progress related to the system's diversity goal which states: ***Community and technical college programs will serve as the key point of entry into higher education for tens of thousands of people of color and new immigrants to Washington State.***

Summary of Findings

A review of the indicators suggests colleges are providing equitable access to college for students of color in general. The access ratio for all groups of color ranges from 1.18 to 1.52, substantially above parity at 1.00 for overall enrollment, including basic skills. The college-level access ratio is also high for Asian/Pacific Islander, African American and Native American. It is close to parity (.92) for Latino/ Hispanics.

In terms of student progress, the basic skills rate for students of color improved in 2000-01 but is still below that of whites. The system is not having success in improving student progress in college-level classes for students of color or for white students. Of those students retained, completion in high wage job preparatory programs has improved for students of color. The transfer rates have improved with the lowest rate for African American and Latino/Hispanic students. The diversity of full-time faculty is less than the diversity of the state population, and the rate of growth for faculty of color has slowed.

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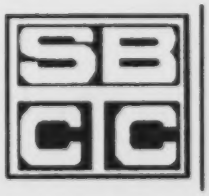

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Table I
Summary of Goals and Indicators

Goal	Indicator	Status
Enrollment Diversity	A. Ratio of percentage of students of color to percentage of population of color (all ages).	Access rates are high for all.
	B. Ratio of percent of college-level students of color to percent of people of color.	Access rates at or near parity for all.
Student Success	C. Basic skills rate for students of color at parity with whites.	Latino/Hispanic and Native American students are progressing at lower rates than white students.
	D. College-level substantial progress rates for students of color at parity with average.	Disparity in progress rates continues without improvement.
	E. Developmental education rates for students of color straight from high school at parity with whites.	Students of color enroll in developmental education classes at a higher rate than white students.
	F. Percentage of completions in higher wage occupations for students of color at parity with average.	Rates have improved for students of color but continue below the rate for white students.
	G. Transfer rates for students of color at parity with average.	Rates for African American, Native American and Latino/Hispanics are below the rates for white students. Asian/Pacific Islander students have the highest transfer rate.
Employment Diversity	H. Percent of staff of color compared to state population of color.	Only classified staff are more diverse than the state population.

This report provides data for the system on each of the indicators. See Technical Report 98-1 for information on availability of data for these same indicators by college. Contact Linda St. Jean at (360-753-3673) or email at lstjean@sbctc.ctc.edu for a copy of the technical report.

ENROLLMENT DIVERSITY

Goal I: The makeup of the colleges' student bodies and staffs will reflect the diversity of the population in the communities they serve.

Indicator A: Ratio of percent of all state supported students to percent of population by race and ethnic group.

Indicator B: Ratio of percent of workforce training and transfer-oriented students (college-level students–state funded) to percent of population by race and ethnic group.

Enrollment, All Students: Table II shows that colleges enroll students of color, of all ages, at high rates. Compared to the total population, the overall campus enrollment is more diverse. The last eight years have been marked by a substantial increase in Latino/Hispanic enrollments such that the percent of students who are Latino/ Hispanic is higher than the percent in the state population (9.4 percent versus an estimated 7.7 percent in the population).

Table II
Students by Race and Ethnic Background, All State Supported
Fall Quarter

	1994	1995	1996	1997	1998	1999	2000	2001
White	128,789	122,217	121,157	118,856	120,680	123,989	122,971	122,789
African American	6,762	6,704	6,628	6,959	7,014	7,438	7,746	8,225
Asian/Pacific Islander	14,033	14,311	13,876	14,444	14,492	14,888	15,189	15,682
Latino/Hispanic	7,240	7,914	9,879	10,836	12,523	13,619	14,561	15,907
Native American	3,200	3,015	3,152	3,245	3,250	3,125	3,295	3,277
Other Race/Multiple Races	903	1,207	1,808	2,681	2,923	3,167	3,341	3,221
Total Reporting, Excluding International Students	160,927	155,368	156,500	157,021	160,882	166,226	167,103	169,101
Students of Color	32,138	33,151	35,343	38,165	40,202	42,237	44,132	46,312
% Students of Color	20.0%	21.3%	22.6%	24.3%	25.0%	25.4%	26.4%	27.4%
State Population % People of Color*	16.7%	17.5%	18.3%	19.0%	19.7%	20.4%	21.1%	21.6%
Not Reporting Race or Ethnic Background	11,268	13,490	15,768	13,986	15,931	15,128	14,408	13,578
International Students	363	432	450	407	452	388	404	322

* Linear estimate based on 1990 and 2000 U.S. Census.

The state's population of color has grown rapidly. In 1993, an estimated 16 percent of the state population was of color. Today, people of color represent over 21 percent of the state's population. Table III shows the percentage of students compared to the percentage of the population expressed as a ratio. If the percentages were equal then the ratio would be 1.0 (parity). The college population has also grown more diverse. The Asian American and Pacific Islander population consists of many race groups. The number of students from the largest of these groups are shown in Table IV.

Table III
Access Ratio, All State Supported Students
Fall Quarter

	2001		
	% of Total Students	% of Total Population (2001)	Access Ratio (1.00 is Parity)
White	72.6%	78.3%	0.93
African American	4.9%	3.1%	1.57
Asian/Pacific Islander	9.3%	5.9%	1.57
Latino/Hispanic	9.4%	7.7%	1.22
Native American	1.9%	1.4%	1.38
Other/Multiple	1.9%	3.4%	0.56

Table IV
Asian/Pacific Islanders, All State Supported

	1994	1995	1996	1997	1998	1999	2000	2001	2000 to 2001 % Change
Vietnamese	3,952	4,280	4,241	4,033	3,541	3,289	2,968	2,906	-2%
Filipino	2,016	2,013	2,153	2,231	2,367	2,597	2,669	2,781	4%
Chinese	1,988	1,994	2,039	2,225	2,338	2,321	2,261	2,306	2%
Korean	1,578	1,738	1,702	1,925	2,002	2,112	2,281	2,368	4%
Japanese	974	869	880	849	940	928	880	970	10%
Other Asians/ Pacific Islanders	3,545	3,417	2,861	3,181	3,304	3,641	4,130	4,351	5%
Total	14,053	14,311	13,876	14,444	14,492	14,888	15,189	15,682	3%

Source: SBCTC Data Warehouse where Ethnic = 1 and Census Race = codes in ( ).
Note: Excludes international students.

Enrollment, College-Level: Most students of color have high rates of participation in college-level courses. The percentage of students of color in college-level courses has been increasing except for Native American students. In fall 1994 the student population enrolled at the college-level (workforce education and transfer purposes) was 16 percent students of color compared to 23 percent in fall 2001. The chart to the right shows the ratio of college-level courses to the percentage of population for the last eight fall quarters. Equal percentages (parity) would be 1.0. The number of students in college-level courses has been increasing faster than the population increase for African American and Latino/Hispanic students.

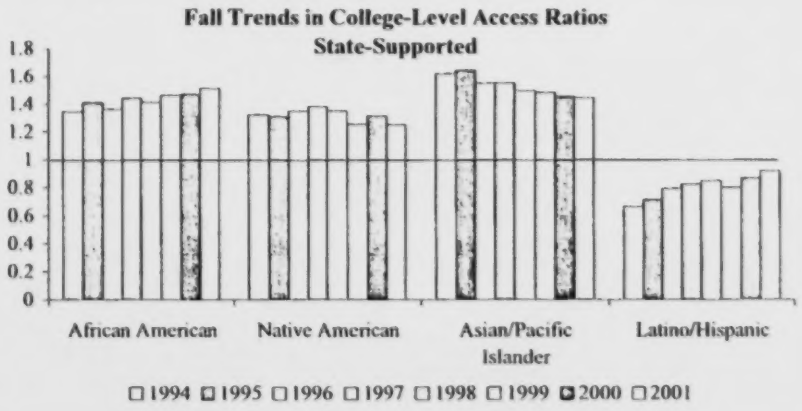


Table V
Ratio of % College-Level Students of Color to % State Population (Access Ratio)
Fall 2001

	College-Level					
	Workforce	Transfer	All	% of College Level	Washington Population (2001)	Access Ratio (1.00 is parity)
African American	3,691	2,900	6,591	4.9%	3.1%	1.59
Native American	1,414	1,077	2,491	1.9%	1.4%	1.29
Asian American	5,866	6,019	11,885	8.9%	5.9%	1.51
Latino/Hispanic	5,530	4,349	9,879	7.4%	7.7%	0.96
Total of Color	16,501	14,345	30,846	23.1%	21.6%	1.07

Source: SBCTC Data Warehouse, linear population estimate based on 1990 and 2000 U.S. Census.

STUDENT SUCCESS

Goal II: Advising and counseling services will meet the unique needs of students of color and immigrants, many of whom face difficult economic and language barriers.

Indicator C: Basic skills rate for students of color compared to the rate for whites. The basic skill rate is calculated by dividing the total number of students with gains of at least one competency level in one subject area by the total number of students taking basic skills courses (12 hours or more).

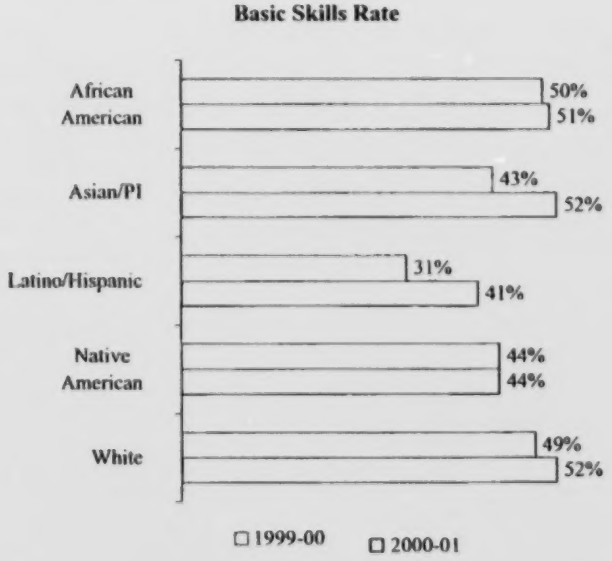
Indicator D: Substantial progress and early leaving rates for students of color compared to the average rate. The substantial progress rate is calculated by dividing the number of degree-seeking students who enroll four or more quarters by the number who started two years earlier with the declared interest in staying at the college until degree completion. The early leaving rate represents the number of students with degree intentions who enrolled for only one quarter and did not return to college any time during the following two years.

Indicator E: Percentage of students of color straight from high school taking at least one developmental education course compared to the percentage of white students. Developmental education courses are prerequisite to college level courses and do not count toward degree requirements. The impact of developmental education is cost, both tuition and in terms of time to degree.

Indicator F: Percent of targeted student populations who attain a degree or certificate in higher wage occupations.

Indicator G: Percent of targeted student populations who transfer to four-year colleges compared to the percent of all student transfers. Measures are based on transfer within Washington State for students with a transfer intent (in their last quarter of enrollment) who completed at least 45 college-level credits with a 2.0 GPA or higher before leaving the college. Students are regarded as having transferred if they enroll at a four-year institution anytime in the subsequent four-year period.

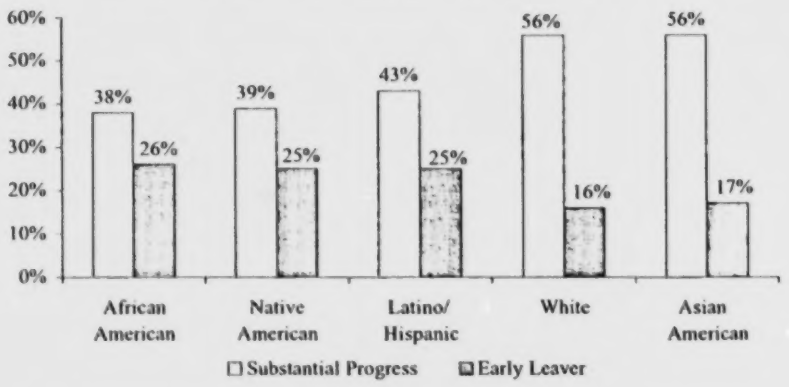
Basic Skills Rate: The basic skills rates show what percent of all students enrolled in adult basic education (ABE) or English as a Second Language (ESL) instruction make substantive skills gain during the year. The overall rate was 48 percent in 2000-01 compared to 37 percent when it was first measured in 1998-99. Latino/Hispanic students have the lowest rate of progress. The colleges have a long-term goal of improving the rate to 80 percent.



Substantial Progress Rate: To account for stop-out patterns and the diversity of student objectives, SBCTC measures degree-seeking student progress by the number of quarters enrolled over a two year period:

- **Substantial Progress:** Students with degree plans graduating or attending four or more quarters over the two year period.
- **Some Progress:** Students with degree plans attending two or three quarters over the two year period.
- **Early Leavers:** Students with degree plans attending only the first quarter and not returning in two years time.

% Substantial Progress vs. Early Leaver
Full-Time Students, Fall 1999 Cohort, Status Spring 2001

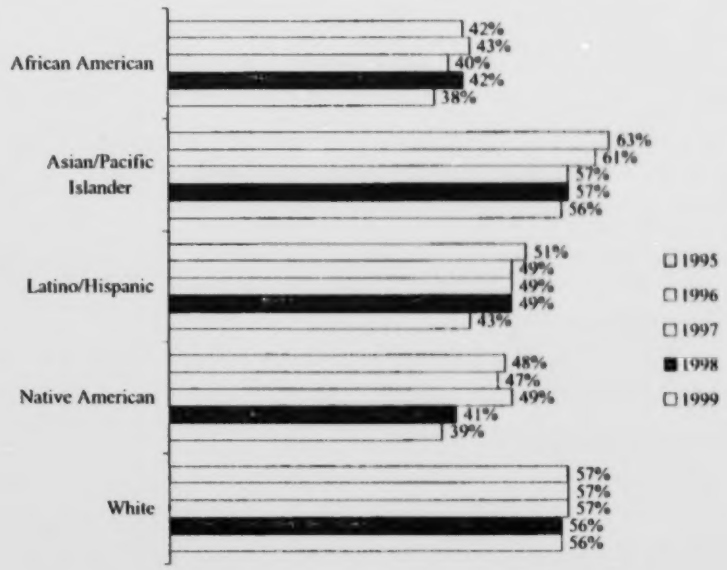


Source: SR1182 (College Job Number SR1382J). Student Planned Length of Attendance = Degree (15). State and contract students.

Student progress patterns have declined since 1995. About 17 percent of full-time students are early leavers (15 percent in 1995) and 54 percent graduate or make substantial progress toward their degree in two years (56 percent in 1995). About 38 percent of part-time degree seeking students are early leavers and about 31 percent graduate or make substantial progress toward their degree. Typically a student must enroll for six or more quarters to complete the degree.

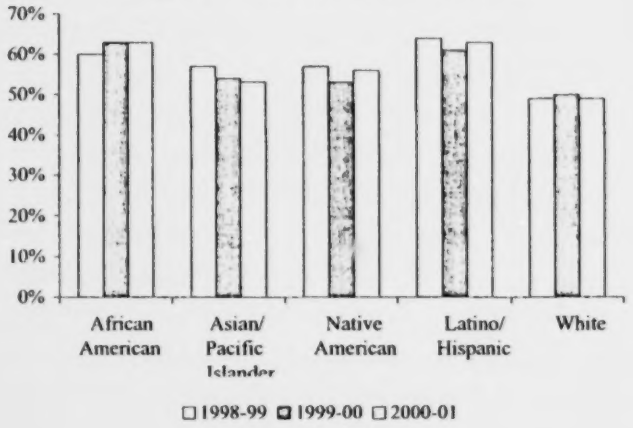
Students of color, with the exception of Asian and Pacific Islander students, have lower rates of substantial progress and a higher rate of early leaving than whites. Rates are lowest for African American and Native American students.

Percent by Race/Ethnic Group Making Substantial Progress
Full-Time Students Planning to Earn Degrees



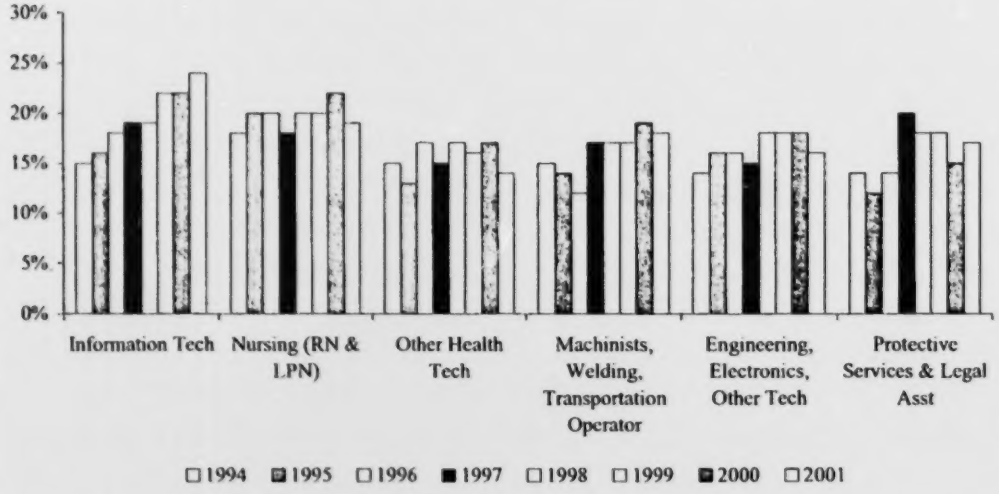
Developmental Education: Some 51 percent of high school graduates enrolled at community and technical colleges took one or more pre-college math, reading or writing courses in their first year of attendance (see *Role Of Developmental Education For Recent High School Graduates Attending Washington Community And Technical Colleges – System Summary For Students Enrolled In 2000-01* at http://www.sbctc.ctc.edu/Pub/RESEARCH/Resh02-1.doc). Developmental education courses prepare students for college-level courses but do not count toward degree attainment and students must pay regular tuition for these courses. Students of color enroll in developmental education courses at a higher rate than white students.

% of Students Straight from High School Taking At Least One Developmental Class



Higher Wage Occupations: In general, new student enrollments in higher wage programs have increased for students of color during the last eight years. This is particularly true in the information technology field where there have been increases in most years. New student enrollment in the other higher wage programs is highly variable but the overall trend is positive. See Appendix A for disaggregated new student enrollments.

% New Students of Color Enrolled in Higher Wage Program Areas Fall Quarters



Some 50 percent of all workforce completions[1] were in higher wage programs for the students who left college during 1999-2000. While the percentage of workforce students in higher wage programs has generally increased, African American, Latino/Hispanic and Native American students did not complete higher wage programs at the same rate as Asian/Pacific Islander and white students.

Table VI
% of Completers from Higher Wage Occupational Programs
By Exit Year

	95-96	96-97	97-98	98-99	99-00
Asian/Pacific Islander	37%	36%	41%	49%	54%
African American	34%	36%	32%	37%	43%
Latino/Hispanic	39%	39%	43%	46%	43%
Native American	33%	39%	35%	44%	42%
Of Color	36%	37%	38%	45%	47%
White	45%	45%	44%	46%	51%
Difference Between Students of Color and White	-9%	-8%	-6%	-1%	-4%

Transfer: With the exception of Asian American and Pacific Islander students, transfer rates have continued to be lowest for transfer-oriented students of color. To some extent the variation shown in the chart reflects year-to-year variability in availability of data. Data for 1999-2000 will be available next year.

Table VII
Transfer Rate for Students Who are Prepared for Transfer*

	Leaving Cohort**	
	1997	1998
Asian American/PI	48%	53%
African American	27%	32%
Native American	34%	41%
Latino/Hispanic	37%	40%
White	42%	43%

*Earned 45 or more college-level credits with a GPA of 2.0 or higher and coded as a transfer student in their last quarter.
**Students who have left the CTC system for one year are matched with student data from reporting four-year colleges (mostly Washington 4-year public colleges) up to 12 quarters after leaving.
Source: Data Linking for Outcomes Assessment (DLOA) file.

[1] Completers include graduates with degrees and certificates, completers from customized programs (Exit Code 9), and those who leave programs with 45 or more vocational credits. Excludes apprentice.

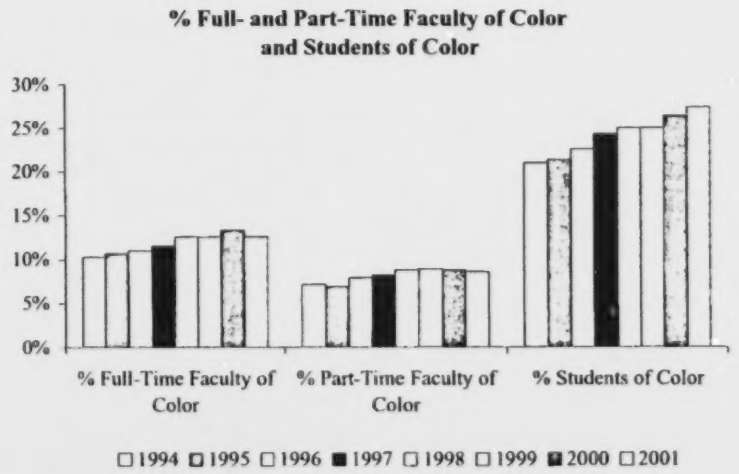
EMPLOYMENT

Goal III: Colleges' personnel practices will ensure that the faculty and staff of the colleges reflect the ethnic and racial diversity of the state's population.

Indicator H: Relationship of percentage of faculty and staff of color to the percentage of people of color in Washington.

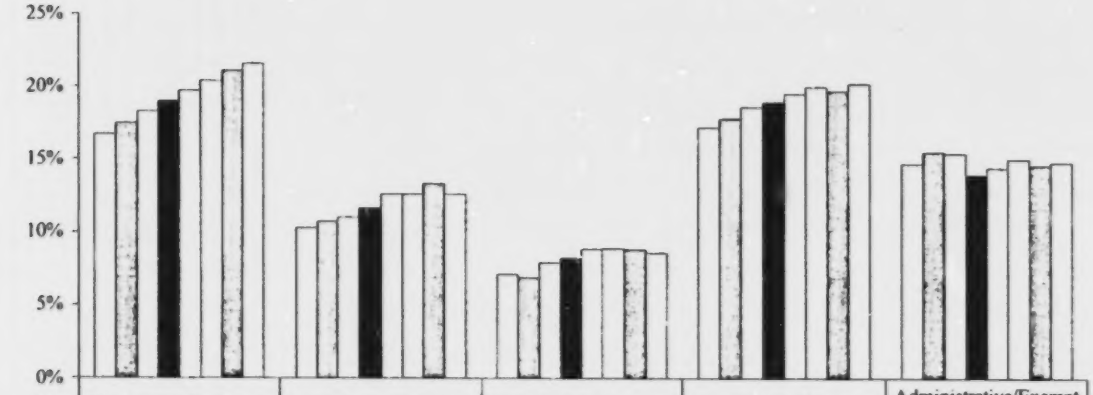
Consistent with Governor's Executive Order 93-07, each college completes an annual report of their affirmative action strategies, goals and progress. After review and approval by each Board of Trustees, these reports are submitted to the Governor's Affirmative Action Policy Committee. That group, which includes representatives of the various affirmative action affected groups, reviews and comments on each affirmative action plan. This review process assures that the leaders of colleges, including the Boards of Trustees, annually review their personnel practices to ensure that efforts are sufficient to recruit and hire staff and faculty of color.

Although the colleges are hiring an increasingly diverse staff, neither the full-time faculty nor the part-time faculty of color percentages have kept pace with growth in the percentage of students of color. The faculty of color are also not on par with the Washington population of color. However, there is evidence that the pool of potential faculty is more diverse than the actual hires in Washington. Nationwide, 20 percent of the full-time faculty in two-year institutions were of color in fall 1997, up from 15 percent in 1992.



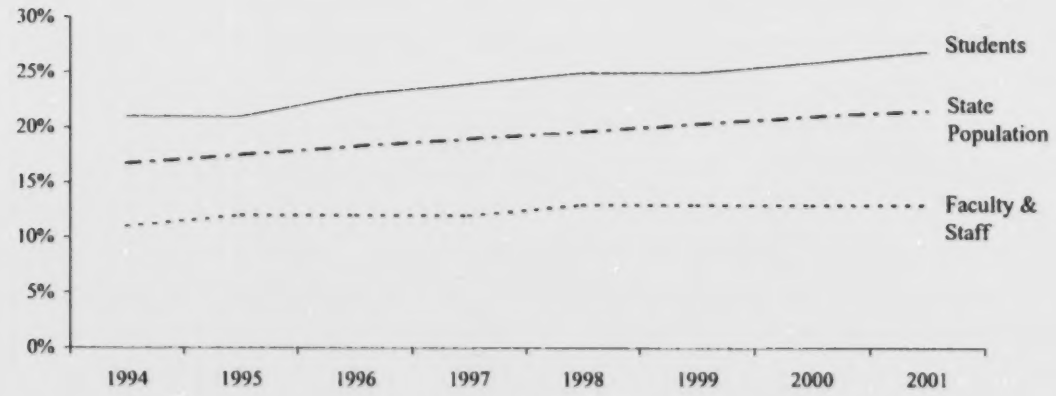
Classified staff are more diverse than the state population and nearly as diverse as students of color. Exempt staff trailed the state population of color in most years.

Percent of Employees and Washington State Population of Color
Community & Technical Colleges - State Funded



	Washington Population	Full-Time Faculty	Part-Time Faculty	Classified/Support	Administrative/Exempt Professional
1994	16.7%	10.3%	7.1%	17.2%	14.7%
1995	17.5%	10.7%	6.9%	17.8%	15.5%
1996	18.3%	11.0%	7.9%	18.6%	15.4%
1997	19.0%	11.6%	8.2%	18.9%	13.9%
1998	19.7%	12.6%	8.8%	19.5%	14.4%
1999	20.4%	12.6%	8.9%	20.0%	15.0%
2000	21.1%	13.3%	8.8%	19.7%	14.6%
2001	21.6%	12.6%	8.6%	20.2%	14.8%

Percent of Color Summary



Appendix A
New Students Enrolled in Higher Wage Program Areas
Fall Quarters

Program Area	Race/Ethnicity	1994	1995	1996	1997	1998	1999	2000	2001
Information Tech	African American	55	49	52	50	71	109	107	71
	Asian/Pacific Islander	69	65	74	94	120	182	199	117
	Latino/Hispanic	15	25	36	47	37	76	95	60
	Native American	15	26	30	17	17	28	22	13
	White	843	874	896	882	1,073	1,441	1,497	828
Nursing (RN & LPN)	African American	22	26	25	32	31	37	44	54
	Asian/Pacific Islander	51	40	42	31	42	41	55	54
	Latino/Hispanic	22	23	29	27	33	36	44	41
	Native American	5	12	11	7	7	9	16	22
	White	464	409	417	441	443	502	554	742
Other Health Tech	African American	31	14	22	25	17	23	21	16
	Asian/Pacific Islander	34	24	41	24	40	28	36	33
	Latino/Hispanic	23	29	25	28	24	30	20	21
	Native American	11	14	8	13	11	11	8	2
	White	560	522	455	493	465	500	421	459
Machinists, Welding, Transportation Operator	African American	21	27	22	41	39	36	46	43
	Asian/Pacific Islander	43	31	45	51	56	51	31	30
	Latino/Hispanic	19	15	19	23	42	38	37	25
	Native American	21	16	23	17	20	16	13	11
	White	591	567	798	650	748	675	556	482
Engineering, Electronics, Other Tech	African American	49	37	45	30	45	44	38	26
	Asian/Pacific Islander	78	70	60	90	83	77	75	56
	Latino/Hispanic	20	34	25	19	34	47	32	30
	Native American	15	31	21	20	17	24	15	22
	White	1,023	923	798	879	833	859	750	705
Protective Services & Legal Asst	African American	27	17	31	36	31	28	17	33
	Asian/Pacific Islander	18	22	14	20	17	23	20	19
	Latino/Hispanic	15	17	27	26	24	35	34	34
	Native American	12	16	15	14	16	14	11	12
	White	461	534	528	394	409	460	454	483

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